

## MT PISGAH ELEMENTARY

5160 Mt. Pisgah Road  
Kershaw, South Carolina 29067

**GRADES** K-5 Elementary School

**ENROLLMENT** 142 Students

**PRINCIPAL** Duane Pate 803-475-6791

**SUPERINTENDENT** Dr. Herbert M. Berg 803-432-8416

**BOARD CHAIR** Dana A. Morris 803-432-4391

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
11	48	35	0	0

#### IMPROVEMENT RATING:

#### UNSATISFACTORY

#### ADEQUATE YEARLY PROGRESS:

#### YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

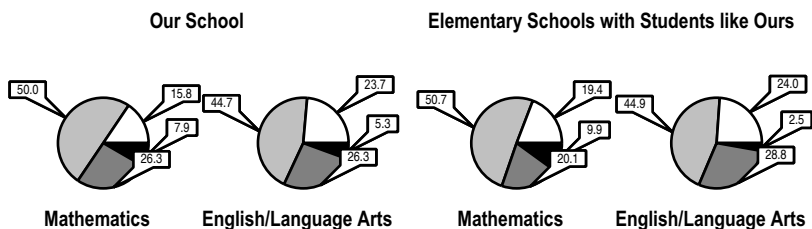
**FOR MORE INFORMATION, VISIT WEBSITES AT:**





[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)

[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Average	Unsatisfactory	N/A
2002	Good	Below Average	N/A
2003	Average	Unsatisfactory	Yes
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	10	25	15
Percent satisfied with learning environment	100.0%	92.0%	80.0%
Percent satisfied with social and physical environment	100.0%	100.0%	73.3%
Percent satisfied with home-school relations	90.0%	80.0%	86.7%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	84	100.0	23.7	44.7	26.3	5.3	31.6	17.6
Gender								
Male	43	100.0	29.7	35.1	32.4	2.7	35.1	17.6
Female	41	100.0	17.9	53.8	20.5	7.7	28.2	17.6
Racial/Ethnic Group								
White	66	100.0	21.0	43.5	30.6	4.8	35.5	17.6
African-American	14	100.0	50.0	40.0	N/A	10.0	10.0	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	72	100.0	18.5	46.2	29.2	6.2	35.4	17.6
Disabled	12	100.0	54.5	36.4	9.1	N/A	9.1	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	84	100.0	23.7	44.7	26.3	5.3	31.6	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	84	100.0	23.7	44.7	26.3	5.3	31.6	17.6
Socio-Economic Status								
Subsidized meals	48	100.0	20.5	54.5	20.5	4.5	25.0	17.6
Full-pay meals	36	100.0	28.1	31.3	34.4	6.3	40.6	17.6

Mathematics								
All students	84	100.0	15.8	50.0	26.3	7.9	34.2	15.5
Gender								
Male	43	100.0	13.5	45.9	32.4	8.1	40.5	15.5
Female	41	100.0	17.9	53.8	20.5	7.7	28.2	15.5
Racial/Ethnic Group								
White	66	100.0	17.7	45.2	29.0	8.1	37.1	15.5
African-American	14	100.0	10.0	80.0	N/A	10.0	10.0	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	72	100.0	12.3	49.2	29.2	9.2	38.5	15.5
Disabled	12	100.0	36.4	54.5	9.1	N/A	9.1	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	84	100.0	15.8	50.0	26.3	7.9	34.2	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	84	100.0	15.8	50.0	26.3	7.9	34.2	15.5
Socio-Economic Status								
Subsidized meals	48	100.0	18.2	52.3	20.5	9.1	29.5	15.5
Full-pay meals	36	100.0	12.5	46.9	34.4	6.3	40.6	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	27	N/A	3.7	55.6	37.0	3.7	40.7
	Grade 4	19	N/A	15.8	63.2	21.1	N/A	21.1
	Grade 5	29	N/A	34.5	58.6	6.9	N/A	6.9
	Grade 6	23	N/A	25.0	35.0	35.0	5.0	40.0
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	25	100.0	12.5	37.5	37.5	12.5	50.0
	Grade 4	33	100.0	31.0	41.4	24.1	3.4	27.6
	Grade 5	26	100.0	26.1	56.5	17.4	N/A	17.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	27	N/A	7.4	37.0	37.0	18.5	55.6
	Grade 4	19	N/A	31.6	31.6	21.1	15.8	36.8
	Grade 5	29	N/A	41.4	55.2	3.4	N/A	3.4
	Grade 6	23	N/A	19.0	52.4	19.0	9.5	28.6
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	25	100.0	8.3	41.7	33.3	16.7	50.0
	Grade 4	33	100.0	17.2	55.2	20.7	6.9	27.6
	Grade 5	26	100.0	21.7	52.2	26.1	N/A	26.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 142)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	1.4%	Down from 1.6%	2.6%	2.4%
Attendance rate	95.4%	Down from 98.9%	95.8%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	19.0%	Up from 17.2%	13.9%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	8.6%	Down from 9.5%	8.6%	8.0%
Older than usual for grade	N/A	N/A	1.0%	1.1%
Suspended or expelled	0.0%	Down from 1.7%	0.0%	0.0%

Teachers (n= 9)				
Teachers with advanced degrees	66.7%	Down from 81.8%	45.1%	50.0%
Continuing contract teachers	66.7%	Down from 100.0%	87.5%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	81.8%	Down from 90.6%	87.7%	86.2%
Teacher attendance rate	96.2%	Up from 95.7%	95.2%	95.3%
Average teacher salary	\$41,941	Down 4.0%	\$39,613	\$39,909
Prof. development days/teacher	19.0 days	Up from 5.2 days	10.9 days	11.4 days

School				
Principal's years at school	1.0	Down from 4.0	4.0	4.0
Student-teacher ratio	20.3 to 1	Up from 19.8 to 1	18.9 to 1	18.9 to 1
Prime instructional time	90.5%	Down from 93.3%	89.6%	89.7%
Dollars spent per pupil*	\$6,517	Down 4.5%	\$5,651	\$5,892
Percent spent on teacher salaries*	60.5%	Up from 59.5%	66.7%	66.6%
Opportunities in the arts	Good	Up from Poor	Good	Good
Parents attending conferences	99.0%	Up from 98.9%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

For the 2002-2003 school year, Mt. Pisgah Elementary School has shown many successes. We have just completed a transition from a K-6 grade structure to a K-5 grade structure during this school year. We received Top 10 status in Grade 3 Math and ELA and Grade 6 Math on PACT. We received incentive awards for Grade 1 Terra Nova Math and Reading and Grade 2 Terra Nova Math. We have also just completed our first year without the financial support of our three-year, \$282,000 Title 1 Reform Grant. With the support of our PTO, we were able to provide all of the programs previously funded through the grant. We have fully operational Reading Renaissance, Math Renaissance, and Perfect Copy programs that are incorporated into our curriculum. Our students passed 10,170 Accelerated Reader tests with at least 85% correct on each of them.

Our staff development opportunities included technology classes, science workshop, ELA curriculum standards, and AIMS workshops. We have one teacher who has been selected to participate in a workshop at Roper Mountain. Two of our teachers presented at the SCIRA conference this past spring, and we had one teacher published in Mailbox magazine. We have two teachers who received National Board Certification and one teacher who is currently seeking her certification. Our SIC and PTO remain very active and continue to support all of our academic programs within our school.

Mt. Pisgah Elementary School is a proud school in a proud community, and our students, parents, and staff are dedicated to continuing our successes.

Duane Pate, Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.